

FAMILIES ARE FOREVER

Study Guide on Fulfillments of Maturity

THE HOGG FOUNDATION FOR MENTAL HEALTH
THE UNIVERSITY OF TEXAS

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GENERAL FEDERATION OF WOMEN'S CLUB

FAMILIES ARE FOREVER

Study Guide on Fulfillments of Manhood

THE GOOD FULFILLMENT OF MANHOOD
THE UNIVERSITY OF TEXAS
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Introduction

Uncertainties and challenges in modern life make continued growth and education of adults an imperative. Furthermore, it is a pleasant one! The General Federation of Women's Clubs is one of the nation's outstanding organizations devoted to the purpose of preparing its members for a full life at any age and opening channels of service for them.

Dr. Bernice Milburn Moore has worked with adult groups from Seattle to New York City and has met with federated clubs from the smallest to the largest community in her own state. Combining this practical experience with her social science training, Dr. Moore presents action ideas which are both sound scientifically and practical in operation.

Mrs. Bert Kruger Smith holds degrees in journalism and English and has had years of experience in applying recent developments in communication to the human relations field. She has worked with Dr. Moore in selecting materials and in suggesting plans of study. It is hoped that this guides will help the adult leaders of a community to keep up-to-date in this ever-expanding field.

The Hogg Foundation for Mental Health, a private trust fund given to The University of Texas, carries on a dual program of research and applied work with communities and their groups. Its staff was honored when the General Federation, through Mrs. Van Hook Stubbs, Chairman, Education for Family Living Division, asked for the preparation of this study guide.

Robert L. Sutherland, Director
The Hogg Foundation for Mental Health

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FAMILIES ARE FOREVER

Forever is a long, long time! Families, too, are of long duration spanning the eons of history, spanning all the years of a lifetime.

Nonetheless, there are those who are predictors of disaster and who would have us believe that the American family is in a state of disintegration or even dissolution. Facts tell a different story.

The divorce rate in the United States has been steadily decreasing for the last decade. The marriage rate is high, and marriages are made in younger years. Children, therefore, are born to younger parents, and parents and children have the fun of growing together. Husbands and wives look forward to more years of "couple-living" after their children have established homes of their own than in any time in history. Thanks are due not only to early marriage and child-bearing, but to longevity as a result of the superb contributions of medical science and research.

Children are anticipated with real pleasure, and family size is on the increase. The old charge that "the wrong people have the children" no longer holds true. The Bureau of the Census has just released information showing that the increase in family size has come in families within the income range of \$7000 a year and over! Families with less to live on seem to be having fewer children. Families of wealth have always had large families.

Today 97 per cent of the families in the United States live in their own establishments—not with parents or relatives. Home ownership has increased tremendously—at least down payments on "a home of our own" have been made and monthly installments are kept current! House repairs and expansion in size are answered by "do it yourself" with the whole family pitching in to production! The move out from crowded cities

to suburbia has created an entirely new type of community and a new way of family life.

Family stability in our time is obviously a reality and not a myth. Not the least of this achievement has come through better partnership in parenthood and a greater awareness of dual responsibility—that of husband and wife—for the whole of home and family living.

That married women are working outside the home for money to add to the family income, that community improvement is carried by the volunteer services of homemakers, that women as well as men are citizens are all recognized facts. That children of working mothers do not suffer great deprivation if the *quality* of parenthood is high is just being established through research. That women are the “manpower” reserve of the nation and that some 5,000,000 will be needed in the labor force within the next decade to produce what the nation needs to maintain its population is a truth which cannot be denied. That the largest increase in women who are taking paid positions outside their homes and who are assuming major volunteer responsibilities are women over 35 years of age is an interesting commentary on a new national phenomenon.

All of this information and more is for the asking. Study programs for clubs and classes of men and women in home and family living share in praise for major accomplishment of a stable and rewarding family life in a rapidly changing world.

The major functions of every family are to transmit from generation to generation not only the physical heritage from families but the cultural heritage from both families and the society as a whole. In addition, families are responsible for the development of healthy personalities in children toward rich and effective maturity and for the maintenance of healthy personalities in adult family members. The latter is as essential as the former since it assures contributions of adult family members which are of real worth to their jobs, to their communities, and to their nation.

How can family life be further strengthened toward the now recognized values of emotional and spiritual security as the bulwark of strength in a space age of change when change must be recognized as the normal and the static the abnormal? How can fun and pleasure of home living with the family be enriched and enhanced at any age? Ultimately, each of us has to find that answer for himself. But there are road markers and sign posts which may be discovered or rediscovered through study. Toward this end, these study guides are offered to young and to mature family members as they continue their own growth and development toward achievement of knowledge and understanding which will enrich the lives of the many others with whom they work and live.

FULFILLMENTS OF MATURITY

PROGRAM I

The Two-Way Stretch

The mature woman often finds herself pulled in several directions—toward home and her interests there, perhaps toward a job, toward the families of her children, and toward community and civic enterprises as well. Moreover, since she faces the reality of having less energy to share, her choices of fields of activity deserve careful consideration in order that she may gain as well as give. How to lessen the tug of the two-way stretch is a question which needs answer for many women in middle years.

Program Suggestions:

1. Only in this century has there developed a period in the life span which is recognized as "middle years." Prior to the last sixty years, there was maturity and then age. Today young maturity has special demands; middle years are distinctive and highly productive; and older years in the latter decades of life may be fruitful too. A program based on the responsibilities and developmental tasks of each of these periods would give new insight into changing roles and demands as women live from age to age and stage to stage. A recent book by Evelyn Millis Duvall, *Family Development*, (J. B. Lippincott Company, 1958) could be "assigned reading" for each club member. At the program hour, the membership might be divided into small groups of from four to six for an intensive thirty-minute discussion of the most important concepts, ideas, and information gained from the study of *Family Development* with special emphasis on the middle years. Following the discussion period, each group would submit to the club as a whole a short resumé of major points

from the preceding thirty-minute discussions. This should take no more than thirty minutes itself.

2. A cast of club members with the following role assignments might be designated by the program chairman: the full-time homemaker-volunteer, whose volunteer services threaten to overrun her home life; the homemaker-earner, who in her middle years has returned to employment and has adjusted her living to her dual responsibilities; a homemaker whose grown or nearly-grown children make so many demands upon her time that she scarcely has any to spare for herself or her husband; and the middle-aged woman who is lost and floundering as she tries to find outlet for energy, interest, and education. These personalities would present a twenty minute socio-drama discussing these years of their lives from their own problem orientation. The scene could be laid as a club group was gathering for a committee meeting; or in a home where the group has been invited for luncheon; or in a sewing center where garments are being prepared for a church, the Red Cross, or any other organization. The object of the discussion would be to bring out the many facets of the lives of women of mature years and to show how problems arising in these years may be well handled or may prove defeating. (See Study Materials for suggestions of reading by the cast of the socio-drama.)

3. *Don't Underestimate Woman Power* is the name of a Public Affairs Pamphlet. It could well be the name of a program devoted to an inventory of accomplishments of women's clubs which have proven of lasting worth in the community in the past two decades. Sometimes it is good to sit back and look at accomplishments rather than to dwell on problems and needs! This program could take the form of a "parade of success," with club women who were participants in the community project reporting interesting, amusing, and informative incidents from these past successes.

4. Women of middle years are not only the volunteer-service reserve of the nation, but they are also the manpower reserve.

Within the next ten years, approximately 5,000,000 more women will be required in the labor force to keep the current economy moving as it is, without any expansion. In the past decade, the largest increase in women workers came in the years of 35 and over. The Manpower Commission of The United States Department of Labor has excellent publications on women in the labor force. A request from your Congressman or your Senator will bring a packet for study of this expanding market for women's talents. A program devoted to learning about the situation through a presentation of facts from the Department of Labor should be followed by a panel on how women of middle years may upgrade their skills which have been submerged through their intensive child-rearing and homemaking period. This panel's composition might include an outstanding teacher in her middle years; a business woman in the community; an employer—man or woman—who hires a majority of women; a club member who successfully combines her homemaking and outside employment.

5. An entirely different approach to the place of the woman of middle years in the modern world would be a presentation of a symposium of club members who could talk from a series of publications: Eduard C. Lindeman, *Mental Hygiene and the Moral Crisis of Our Time*; Bernice Milburn Moore and Harry Estill Moore, *The Emotional Climate of Our Times*; and a series of recent articles chosen by the reviewers from such publications as *Saturday Review of Literature*, *Harpers*, and *Atlantic*. These offerings could be grouped in a program under the title, "The World We Live In". At the close of brief reviews contributed by three club members, the program chairman or the president could then call upon each person in the group to tell the club what she considered the major implication from what she had heard for contributions women must make to today's world.

PROGRAM I

The Two-Way Stretch

PAMPHLETS AND ARTICLES:

The Years Between: The Role of Women in Middle Age. Jewish Vacation Association, 1956.

Mental Hygiene and the Moral Crisis of Our Time. Eduard C. Lindeman. The Hogg Foundation for Mental Health, 20¢.

The Emotional Climate of Our Times. Bernice Milburn Moore and Harry Estill Moore. The Hogg Foundation for Mental Health, 25¢.

Menopause—Is It a Change of Life? Elizabeth Dawson. Mental Health Materials Center, 15¢.

Understanding Your Menopause. Stella B. Applebaum with Nadina R. Kavinsky. Public Affairs Pamphlet No. 243, 25¢.

BOOKS:

Family Development. Evelyn Millis Duvall. J. B. Lippincott Company, 1958.

In the Name of Common Sense. Matthew N. Chappell. The Macmillan Company, 1949.

PROGRAM II

For Whom the Bells Ring

They ring for you most of the time—the telephone, the door bell. All kinds of demands come ringing down upon you. It's easy to be tense when pressures become too great. It is not as easy to learn how to let down and take pressure in your stride. Herein are suggestions for the *release* of tensions, not the *relief* from tension, which can never be possible as long as one lives and breathes!

Program Suggestions:

1. "My Schedule Needs Reorganization" would offer the possibility for an entertaining and enlightening session with the club membership as the participants. Each member should be assigned the task of keeping a one-week time schedule of all she does. She should be requested to examine this carefully, and find where she is using time unwisely or wastefully in the sense that she neither feels pride of accomplishment from its use nor derives from it a feeling of well-being, relaxation, and pleasure. At the meeting, each person would present her own "hidden sin" of time and tension, and ask the club to give her suggestions for its elimination or revision. This would bring to bear many ideas on many problems, and would also accentuate the normality of tension from time use.

2. "Short Cuts to Housekeeping Efficiency" should stimulate to use of new methods those women who have been using traditional techniques in household operation and management. A three-member panel made up of the high school homemaking teacher, the home demonstration agent, and a home service director from the gas or electric company, or other business or

industry, could be asked to present new operational methods which would take the waste of energy and effort out of housekeeping tasks.

Another approach to this same problem would be a panel discussion based on a series of articles in the May 1958 *American Journal of Home Economics* on "New Techniques" in food preparation, clothing construction, and housekeeping. The homemaking teacher at the high school will have this *Journal*. Suggestions might be tried out by the three participants, and they might suggest variations which they, themselves, have invented in their own homes as energy savers.

3. Several recent articles have been devoted to the problems of tension and stress in modern living and how they may be alleviated. The club membership could divide itself into four groups, with each group's assuming responsibility for study and analysis of one of the following: George S. Stevenson, *How to Deal with Your Tensions*. The National Association for Mental Health; *Stress*. Metropolitan Life Insurance Company; Robert A. Felix, "How to Live with Job Pressures," *Nation's Business*, September 1956; and Bernice Milburn Moore, *Time, Tension and Mental Health*, a Hogg Foundation reprint from the *American Journal of Home Economics*. Two questions to be answered by each reading group for the club would be: (1) What does our pamphlet (or article) teach us about how to help ourselves with problems of tension? (2) What does our study teach us concerning how to help our husbands with their problems of tension? After presentation from the groups, a round table discussion should follow in order that all possible suggestions could be developed and listed for use by group members. Tension takes its toll at any age, but its devastation is greatest in middle years. How to handle it is an imperative for men and women of maturity!

PROGRAM II

For Whom the Bells Ring

PAMPHLETS AND ARTICLES:

When You Grow Older. George Lawton and Maxwell Stewart. Public Affairs Pamphlet, 25¢.

"New Techniques." *American Journal of Home Economics*, May, 1958.

How To Deal With Your Tensions. George S. Stevenson. National Association for Mental Health or the National Advertising Council, Inc. 10¢.

Stress and What it Means to You. Metropolitan Life Insurance Company, Free.

"How To Live With Job Pressure." Robert A. Felix. *Nation's Business*, September, 1956.

Time, Tension, and Mental Health. Bernice Milburn Moore. Hogg Foundation reprint from the *American Journal of Home Economics*, 10¢.

Live Long and Like It. C. Ward Crampton. Public Affairs Pamphlet No. 139, 25¢.

BOOKS:

On Being a Real Person. Harry Emerson Fosdick. Harper and Brothers, 1943.

Be Glad You're Neurotic. Louis E. Bisch. McGraw-Hill Book Company, Inc. 1946.

PROGRAM III

Doing What Comes Unnaturally

Do you find yourself doing what people “expect” of you, or what you expect of yourself? It’s easy, especially in the middle years, to be talked into activities for which you feel unsuited. Maybe it is time to take inventory and to learn what you, yourself, want from life and what you, yourself, can give to living. However, this does not mean that we always do only those things which we *want* to do, nor does it mean that we cannot learn to like and profit from those things we *have* to do. We find ourselves in difficulty when the *want to* and the *have to* are out of proportion with each other in either direction.

Program Suggestions:

1. “The Glass Wall” is a taped radio play in the series, *The Minds of Men*. It might be described as a play about a woman who never learned to *want to* and tried to cover it with too much *have to* of her own choosing! The dramatization takes a half hour. Following this drama, Dr. John R. Rees and Dr. Robert L. Sutherland discuss the problem. Other programs in this series carry dramatizations of emotional problems. In them outstanding men and women in the behavioral sciences—psychology, sociology, psychiatry, anthropology—offer taped comment on the case presented. In club programs, the recording may be stopped at the close of the drama. The members then present their own analysis of what they have heard. When their discussion is completed, the recording is turned on again, and the comments of the experts are heard and compared with points highlighted by the members.

2. "Emotional maturity" is a phrase often used, but a stage in personality development not easy to achieve. Franz Alexander has written an article on *Emotional Maturity* which is a reprint of The Hogg Foundation. He develops this idea more fully in his book, *Our Age of Unreason*. (P. B. Lippincott, 1951). A club woman with interest and background for such reading could review the pamphlet and book and raise questions for discussion among the club members. The program might well be called "Toward an Understanding of Emotional Maturity." The reviewer might ask three or four members to be prepared to ask questions of her when she has completed her presentation. They could develop their questions from reading the pamphlet, *Emotional Maturity*.

3. Many magazine articles have appeared in recent years on the American woman and her effect on the men of the nation. Some of these are out-and-out attacks; others are carefully reasoned analyses. All bear upon a current point of discussion. *Look Magazine* for October 28, 1958 presented an extreme indictment. Ashley Montague wrote under the title, "Triumph and Tragedy of the American Woman" in the September *Saturday Review of Literature*. Florida Scott-Maxwell has produced a best-seller under the title, *Women and Some Men*. An abbreviated statement of her point of view may be found in *Ladies Home Journal*, November, 1958, "The Greatness of the Task." An afternoon of some excitement and no little heat would develop with the reporting of the major points of emphasis from each of these publications followed by an open discussion of how mature women feel about themselves and their roles in light of these varied analyses.

4. "The Woman I Would Like to Be" should produce clever responses from a group of senior clubwomen. Each of us has some hidden desire about ourselves, our careers, our lives. Even though we might discuss ourselves with humor, insight would not be lacking. This would be a program where each person would give a thumbnail sketch of her unrealized dreams about herself. Then,

the program committee chairman might ask for a spontaneous thumbnail sketch from each woman on "Why I Am Glad I Am Like I Am." This would be without previous preparation and should be a delight to hear.

PROGRAM III

Doing What Comes Unnaturally

PAMPHLETS AND ARTICLES:

The Best Years of Your Life. Mental Health Materials Center, 15¢.

Emotional Maturity. Franz Alexander. Hogg Foundation reprint, 10¢.

"Greatness of the Task." Florida Scott-Maxwell. *Ladies' Home Journal*, November, 1958.

"Adult Education." T. F. James. *Cosmopolitan*, September, 1957.

"Learning in Later Life." Thomas C. Desmond. *Today's Health*, August, 1957.

Looking Forward to the Later Years. Public Health Service Publication No. 116, 1955. Available from the Superintendent of Documents, 15¢.

Women Go to Work at Any Age. George Lawton. Altrusa International, 25¢.

BOOKS:

Our Age of Reason. Franz Alexander. J. B. Lippincott Company, 1951.

How To Think About Ourselves. Bonaro W. Overstreet. Harper and Brothers, 1948.

Human Potentialities. Gardner Murphy. Basic Books, Inc., 1958.

RECORDING:

"The Glass Wall." A 30-minute radio play in the series, *The Minds of Men*. The National Association of Educational Broadcasters.

PROGRAM IV

Grandparents Are Not for Hire!

Do you find yourself rearing a second generation? Are you the baby sitter *par excellence* and too completely available for your own good? Or are you the grandparents who make it clear you have reared your own family and now it is the turn of younger parents? Perhaps you and your children need to discuss and look at the roles of grandparents in the modern world and the ways in which both generations can be considerate of and of service to one another.

Program Suggestions:

1. What are the responsibilities and the pleasures which are yours in relation to your grandchildren and your children, their parents? A club program devoted to making an inventory of responsibilities, on the one hand, and pleasures, on the other, would be revealing. A flip chart or a blackboard will serve as a recording device seen by all. The program chairman or an appointed member to head the discussion would request each person to submit what she considers responsibilities to her grandchildren or to her grown children. As many as possible would be mentioned in this category. Then, the pleasures of relationships with grandchildren and their parents should be listed without discussion. Members should attempt to list as many as possible. These two analyses of relationship should then be opened up for discussion by the group as a whole. Agreements and disagreements might be indicated on the listing before the group. No attempt would be made to come to any final conclusions. Each person would be allowed the privilege of her own ideas, but each

would gain new perspective on the relationships of the older family members to the younger.

2. "A Husband's Eye View of His Wife as Grandmother" could be presented by three or more grandfathers and husbands of clubwomen. If the men involved could be assured of the desire for a frank discussion, it would be profitable for all concerned. Questions from the grandmothers to the grandfathers could conclude the session.

3. Again, a socio-drama might be presented where a young mother is attempting to gain the privilege of rearing her own children. This could be enacted by a cast chosen from the club itself with an older woman carrying the role of the interfering grandmother and a younger woman playing her daughter. A third woman, older or younger as the program chairman would choose, could enter the scene when the conflict was at a high point, and bring into the enactment a balance in point of view. Discipline of children is an often found point of disagreement between generations, and the grandmother sometimes attempts to tell her daughter "how to handle her children." Sometimes the older family member insists her daughter and son-in-law are over-indulging the children, and here is a source of drama.

Still another socio-drama which would be revealing is a daughter who is too demanding of the grandmother in the role she expects her to play with the grandchildren, with the grandmother's fighting for her identity as a member of the grandmother generation. Any one of these would serve to highlight points of interest to both younger mothers and grandmothers, and would offer stimulation for discussion of interpersonal relations which are rewarding, or not, between generations.

4. No role is more difficult to play than the older family member in the home. *Roots and Strings* by the Durrum Twins was written especially for use of members of the Texas Federation of Women's Clubs. Producing packets of these plays are available from the Hogg Foundation for Mental Health either on a purchase or loan basis. Club members, with men in the cast,

recruited from husbands or friends in the community, could present the play either by reading the lines, which have been well rehearsed, or by memorizing the lines. The former is as effective as the latter. No stage properties are needed other than those found in any club meeting room or home. Following the play, a leading minister, physician, a panel of club members, or a social worker from a local family service agency could discuss its meaning for club members. While *Roots and Strings* does not specifically deal with grandchildren, it is definitely developed around the responsibility of care for older "others" in the home situation.

5. Grandmothers, grandfathers for that matter, have real opportunity to be of mature assistance with their own children's problems of parenthood. A program devoted to "The Best We Know Concerning Child Rearing" would prove of interest to the senior club members. It would give them recent information from research and study which they will be able to use both in their grandmother-role and in their supportive role as parent to young parents. The teacher from the local child development center either at a college or high school; the homemaking teacher from the high school; or the family life specialist from the home demonstration office would have available the latest information on child growth and development. Club members could follow the more formal presentation, with written anonymous questions to the speaker, giving an opportunity for frank discussion of current scientific information available on child rearing. "Keeping up-to-date" is important for grandmothers in their dual roles as supportive persons for their own children and as "grandmother" to the children of their children!

PROGRAM IV

Grandparents Are Not for Hire

PAMPHLETS AND ARTICLES:

How to be a Good Mother-in-law and Grandmother. Edith G. Neisser.
Public Affairs Pamphlet No. 174, 25¢.

"Is There a Grandparent in the House?" Mabel Ross. *Adult Leadership*, February, 1955.

When Parents Grow Old. Elizabeth Ogg. Public Affairs Pamphlet No. 208, 25¢.

BOOKS:

How To Help Older People. Julietta K. Arthur. J. B. Lippincott Co., 1954.

You and Your Aging Parents. Edith M. Stern and Mabel Ross. A. A. Wyn, Inc., 1952.

FILMS:

Adventures in Maturity. 22 min. 16 mm. Technicolor. International Film Bureau.

PLAYS:

The Room Upstairs. Nora Sterling. Human Relations Aids.

PROGRAM V

A *Fad Free Diet*

Nutrition is important at any age. It becomes vital during the middle and older years when physical strength diminishes. Where diseases of starvation were national problems only twenty-five years ago, diseases of over-eating are current today. Where underweight was of major concern in the past quarter of a century, overweight is now considered the nation's *number one* nutritional problem. Where quick and quack diets were all over the pages of popular magazines even a short decade ago, now eating for efficiency, for health, and for proper weight is considered a day-by-day imperative. Recent experimentation has shown direct relationship of overweight to heart and arterial problems, though there is still much to be learned concerning dietary control in such instances. However, one fact is certain. Our ability to function as mature human beings depends on our eating habits and those of our family more than we realize. May we take a new look at "Food for the Family" as well as diet for ourselves?

Program Suggestions:

1. Cook books are fun, but books on family foods and nutrition are also entertaining as well as helpful in the day-by-day job of planning meals and preparing foods. Two books which would serve well as basic study guides toward health through good eating, and which would offer a refresher course for homemakers of any age, are: Jennie S. Wilmot and Margaret Q. Batter, *Food for the Family*, Revised Edition, New York, J. B. Lippincott, and Jean Bogert, *Diet and Personality*, New York, Macmillan Book Company, also in the latest revised edition.

For a "different" book review program two members might discuss these scientifically sound books from the standpoint of family need by the first authors and in application to personal needs by the second. To add spice to this program, club members might be asked to bring their favorite menus for their families and themselves for breakfast, luncheon, or dinner. A drawing at the end of the program could choose a series of seven for each meal for presentation. This, in turn, would offer club members a full week's menus to take home.

2. Since overweight is almost universal for some member of the family, study of this problem and its current treatment is an educational *must* for homemakers of mature years. The Committee on Food Fads of the American Home Economics Association made a full report in simple and useful terms on "The Truth About Weight Control" in the *American Journal of Home Economics*, December, 1953, pp. 723-726. This article is followed by an excellent bibliography, and the magazine file should be available in the homemaking department of the local high school. Another useful piece of material for this program is Hazel Hauck, *How to Control Your Weight*, Cornell University, Bulletin for Homemakers Number 329, Ithaca, New York; Metropolitan Life Insurance Company has a pamphlet on *What Is Your Best Weight?* Finally, a leading book on diet and weight control is Norman Jolliffe, *Reduce and Stay Reduced*, New York, Simon and Schuster. Two national organizations which have scientifically accurate helps on diet for the asking are: Ruth M. Leverton, *Common Sense Weight Reduction*, Chicago, Wheat Flour Institute; and M. A. Ohlson, *Weight Reduction through Diet with Everyday Foods*, Chicago, National Dairy Council. Add to this series of helpful materials, Elizabeth M. Dach, *Your Emotions and Overweight*, Mental Health Materials Center, Inc., 104 E. 25th, New York, 10, New York, and here is material for not one but several sessions of the club group. Presentation of these guides to better eating for better living could include a symposium, with club members reviewing each of these sug-

gestions on a panel discussion. Members of the panel, having read all of the materials, could use them as a springboard for comment. No matter *how* it is done, it will be both useful and important to senior club members and their families.

3. An excellent film prepared at Michigan State College and entitled "Weight Reduction through Diet" is available from Association Films Inc., 35 West 45th Street, New York, 19, New York. The showing of the film could be followed by a discussion on all phases of diet and nutrition in middle years. This could be led by the homemaking teacher at the high school, a nutritionist at a nearby college or university, the home demonstration agent, or a panel of all three.

4. The homemaking teacher at the high school and her Future Homemakers of America chapter would be glad to invite club members to a program, held in the homemaking department and led by the members of the Future Homemakers chapter. This could be a demonstration of new methods of vegetable preparation—frozen, fresh, or canned—and new methods of meat cookery. The homemaking teacher with her students would carry on a discussion as the demonstration was performed for the club group.

5. A *fun* program for the club might be developed around a dinner meeting where husbands would be invited. The menu, prepared by the club members, could take into account the whole family of guests: the calorie counters, the normal eaters, and those who need to gain weight. A single menu could be planned with additions for the slender, with the regular meal served those of normal weight, and deductions from the meal served those who either should be or are calorie counters! Club members could conclude the evening with an amusing socio-drama developed around the theme, "Do We Eat to Live or Do We Live to Eat?"

PROGRAM V

A *Fad Free Diet*

PAMPHLETS AND ARTICLES:

"The Truth About Weight Control." *American Journal of Home Economics*, December, 1953.

How To Control Your Weight. Hazel Hauck. Bulletin for Homemakers No. 329, Cornell University.

What Is Your Best Weight. Metropolitan Life Insurance Company.

Common Sense Weight Reduction. Ruth M. Leverton. Wheat Flour Institute.

Weight Reduction Through Diet with Everyday Foods. M. A. Ohlson. National Dairy Council.

Your Emotions and Overweight. Elizabeth M. Dach. Mental Health Materials Center, Inc.

Eat To Live. Wheat Flour Institute.

"A New Diet to Help Peace of Mind." E. M. D. Watson. *Cosmopolitan*, September, 1958.

"The Vitamins, The Food and Dr. Spies." Paul de Kruif. *Reader's Digest*, September, 1958.

BOOKS:

Reduce and Stay Reduced. Norman Jolliffe. Simon and Schuster, 1957.

Food for the Family. Jennie S. Wilmot and Margaret Q. Batjer. J. B. Lippincott, 1955.

Diet and Personality. Jean Bogert. Macmillan Book Company, revised edition.

Add Life to Your Years. Ernest P. Boas. The McBride Company, 1954.

Let's Eat Right to Keep Fit. Adele Davis. Harcourt, Brace & Company, 1954.

FILMS:

Weight Reduction Through Diet. Association Films, Inc.

PROGRAM VI

Years for Couple Living

"The best is yet to be" may be paraphrased to say, "the best years are here if you can learn to enjoy them!" Now, once again, you and your husband have time for one another, time for renewing the love you feel. Tragic indeed are those who have grown so far apart during the busy years of earning and child rearing that they have no common ground for couple living!

Several guideposts to happier living may stimulate the discovery of even more.

Program Suggestions:

1. "Discovering Ourselves" is the name of a book by Strecker and Appel, but it could serve well as a program for senior club members. Perhaps the group would share with one another "couple activities" which they, with their husbands, have come to enjoy together. For some it might be gardening and a description of sharing of effort or showing and arranging of flowers. For others, the husband may have turned to wood work and the wife to jewelry making, which they do in the same shop. Some may find stimulus from the story of retired army colonel who drove his wife and a group of volunteers to a state mental hospital for service, became so interested that he developed a male "auxiliary" to work with the men at the hospital as their wives visited the women. Music listened to and shared more than casually is a part of the lives of many mature couples. Reading aloud is not a lost art.

All of these and more would fill an afternoon to the brim with sharing of possibilities for renewed couple living. Informality would be the keynote of the discussion, and a comparison of

worthwhile experiences in mature relationship would come forth whether the related experiences were from the life of the clubwoman herself or from lives of friends whom she knew.

2. Love is the well-spring of the tender emotions, yet we tend to hide it under a facade of sentimental romanticism or of uneasy indifference. Love as the basic emotion for the good will of men and women is worthy of re-examination and study for those who will find its richest fulfillment in maturity. A club member might discuss the reprint by Daniel A. Prescott, *Role of Love in Human Development*, from the *American Journal of Home Economics* and available through The Hogg Foundation. Another could present a review of Dr. John MacMurray's article on "Developing Emotions" from the *Saturday Review*, September 13, 1958; and still a third which would give a fresh view on human living is the article by Eric Fromm, "Man Is Not a Thing," from the *Saturday Review*, March 16, 1957. Small groups could round out the session by discussing the major contribution of these materials to their own thinking. No reporting back the findings of these small groups should be contemplated.

3. Robert L. Sutherland, Director of The Hogg Foundation for Mental Health, has written a monograph on *Can an Adult Change?* And though it appears a bit difficult, he reassures us that it can be accomplished. Stock taking of ourselves for our role in couple living might be a healthy procedure. A socio-drama could well be developed around some of the types of personalities described by Dr. Sutherland. While his descriptions center around men—since this was originally prepared for personnel in industry—translation of the behavior into the roles of women would be easy. The socio-drama might act out the behavior described by Dr. Sutherland but with no conclusion concerning either the situation portrayed or the behavior enacted. The club membership would then go to work in open discussion to describe the behavior which they had seen and would offer, as well, ways in which the behavior should be modified for easier living. This

could be made directly applicable to couple living by a socio-drama built around the title, "Behavior Husbands Dislike."

4. It would appear from current articles in popular magazines that "togetherness" is almost a "naughty" word and certainly an undesirable state in husband-wife relationships! Perhaps it is time to examine the concept of "togetherness." When is it desirable to be "together" in family living; where should "aloneness" come in; what is the balance needed between companionship and independent pursuits? For men and women who are coming to have more time for each other, perhaps an evaluation of these necessary counterparts would prove enlightening. This could well be done by a panel of husbands and wives of middle years. Together the six or eight of them under the leadership of a minister, a personnel director, a physician or psychiatrist, or a club woman or social worker or teacher could examine the many facets of couple living where sharing is desirable, where a feeling of freedom is essential, and where there is always apparent the sustaining love and regard of one for the other.

PROGRAM VI

Years for Couple Living

PAMPHLETS AND ARTICLES:

Role of Love in Human Development. Daniel A. Prescott. A Hogg Foundation reprint from the *American Journal of Home Economics*, 10¢.

"Developing Emotions." Dr. John MacMurray. *Saturday Review*, September 13, 1958.

"Man Is Not a Thing." Eric Fromm. *Saturday Review*, March 16, 1958.

Can An Adult Change? Robert L. Sutherland. Hogg Foundation for Mental Health, 25¢.

Getting Ready to Retire. Kathryn Close. Public Affairs Pamphlet No. 182, 25¢.

BOOKS:

Discovering Ourselves. Stecker and Appel. Macmillan Company, 1943.

Outwitting Your Years. Clarence William Lieb. Prentice-Hall, Inc., 1949.

PROGRAM VII

Aloneness But Not Loneliness

To be alone but not lonely, to be alive throughout life, are skills we have to learn from early childhood. There may come a time when these skills are tested to their fullest, when one's children are gone and one's mate has departed. Moreover, there are years of retirement when time is no longer crowded by imperatives. Then all of one's strengths and abilities are called upon.

Other people have learned the art of living in this way. Perhaps we should all increase our knowledge of ourselves and possibilities for service to others.

Program Suggestions:

1. Bonaro Overstreet has an article entitled, "How to Stay Alive as Long as You Live," and this may be obtained from the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois. Add to this, *Horizons for Older People*, by George Gleason, New York, The Macmillan Company, and the group has information enough for conversation for more than an hour! It could be a report, a panel, a symposium, or a discussion—as the group would choose! It could even be a lecture from an elder statesman or stateswoman in the community who, from experience, knows what it means to retain vital interest though older and alone.

2. Volunteer services are the outlet for many creative men and women who have leisure to share. However, volunteer services are coming to be those demanding training under professional leadership. Many communities have Volunteer Service Bureaus where a list is kept of services needed throughout the community. A profitable program could be presented by the

director of the Volunteer Bureau sketching areas where there is great need for volunteers and those where there are surpluses. Still another approach would be to have directors of volunteer services from hospitals, special schools, or organizations present their needs to the club women and offer suggestions for special aptitudes required. Mental hospitals have many opportunities for contribution to the well being of patients which can be met by club women of maturity. A club visit to a neighboring hospital, arranged through the director of volunteer services, probably would prove of great worth to both the club women and the hospitals.

3. Perhaps what is needed is development of a new skill or outlet for creative energy. "Sew and Reap" is the title of an article in *Time* for November 10, 1958, pp. 78-79. Of sewing, James J. Shapiro says, "There's a whole new climate. They do it as an art form." While this is a description of sewing at home as creative outlet, cookery, too, provides a good medium for creativity.

The homemaking teacher at the high school, the home demonstration agent, or a home service specialist from an equipment company will be delighted to teach self-organized groups of club women either modern clothing construction or cooking as an art form! Interior decoration and flower arrangement are other areas which offer real opportunity for study to open up doors to new occupations and interests. Many work and study sessions may be arranged with available teachers. In order that the club, as a whole, may share in the study of the smaller group of members, style shows or demonstrations or discussions led by the "students" make for entertainment and learning.

4. Enlightened common sense is an attribute of maturity. An internist, a gynecologist, a psychiatrist, or a combination of all three, would give an informational program on physical and emotional problems of maturity. Following their presentation, a question and answer period could clarify points which needed

additional exploration. When one understands her emotional and physical changes in maturity and aging, she feels less alone.

PROGRAM VII

Aloneness But Not Loneliness

PAMPHLETS AND ARTICLES:

When Parents Grow Old. Elizabeth Ogg. Public Affairs Pamphlet No. 208, 25¢.

"Sew and Reap." James J. Shapiro. *Time*, November 10, 1958.

"How To Stay Alive as Long as You Live." Bonaro Overstreet. National Congress of Parents and Teachers.

"My Legacy—The Strength to Live Alone." Mrs. Joshua Liebman. *Woman's Home Companion*, September, 1956.

"Living With Your Regrets." Margaret Culkin Banning. *Reader's Digest*, October, 1958.

BOOKS:

These Harvest Years. Janet H. Baird, ed. Doubleday & Company, Inc., 1951.

Gift From the Sea. Anne Morrow Lindbergh. Pantheon Books, Inc., 1955.

Learning to Live as a Widow. Marion Langer. Gilbert Press, Inc., 1957.

Horizons for Older People. George Gleason. The Macmillan Company, 1956.

FILMS:

Such a Busy Day Tomorrow. 50 min. 16 mm. Special Staff on Aging, U. S. Department of Health, Education, and Welfare.

"Preparation for Retirement—Self Development." *A Gift of Life* series No. 12, 30-minute kinescope, University of Michigan Television.

PROGRAM VIII

The Shekinah Glory

The Shekinah Glory is that beauty which grows from within and glows in the fulfilled woman like an eternal light.

As Kahlil Gibran has said in *The Prophet*, "... beauty is life when life unveils her holy face. But you are life and you are the veil. Beauty is eternity gazing at itself in a mirror. But you are eternity and you are the mirror."

Program Suggestions:

1. Edith Dean has written *All the Women of the Bible*, published by Harper Brothers. A member of the group might draw from the women described by Edith Dean those who reflected "The Shekinah Glory" and analyze their similarities of personality and their qualities of beauty as expressed in their behavior. Here would be the word picture of the "ideal type" woman who has reached full maturity but who, at the same time, has remained distinctly human.

2. The club program committee could well honor older women whose lives have enriched the community and whose families have developed through intelligent and cooperative parenthood with husbands. This could be a group of founders of organizations which are among the Federated Clubs of the community. Or, these older women might be drawn from the community at large. If four or six were chosen, then they might be asked to present to the club in about five to ten minutes what they consider the qualities of personality essential for rich and fruitful living.

3. A number of women of our day seem to display the qualities of persons who will leave their imprint on time. Some are

artists. Others are novelists or writers. A few are found in the political life of our country. Business has accounted for several. The professions have produced their share. Each club will probably display a variation in choice as to whom it will place in the category of "great women of our day." No matter the combination, a symposium of short papers will portray several distinctive personalities and point to high achievement in several areas of endeavor. Quotations from their writings or reports on their work should give a feeling of worthwhileness and dignity to all women who share in a culture which makes such contributions from members of their sex possible.

4. The General Federation of Women's Clubs has produced a number of outstanding presidents of the national organization. Their personalities and their contributions have proven of lasting worth. A series of sketches of these presidents, who are recognized among the many fine women who have served as never-to-be-forgotten leaders would make a vital program and would serve to refresh the memories of clubwomen of those who have gone before and those who have made the General Federation of Women's Clubs an outstanding organization in the nation.

5. Novels and biographies have etched the lives of women into the hearts and minds of living men and women. Among these are: *Gift from the Sea*, *The Small Woman*, and *On My Own*.

A book review built around the personality of the woman—not around the story of her life other than as a backdrop for her qualities of character—would serve to highlight those elements in human living and interpersonal relationships which are creative and developmental for those with whom she lived.

6. So much is written these days of the failure of the women of the United States as mothers, as wives, as professional persons that we are likely to develop either a deep-seated inferiority feeling or a defensiveness in behavior. A real contribution to clear thinking and intelligent evaluation of woman in this country could be made through a program on "What Is Right with the

Woman of the United States Today.” A panel of outstanding men in the community could do a thoughtful and excellent commentary—such men as a leading minister, a banker, a businessman who is familiar with the work of women, the superintendent of schools or a principal of a high school, a chairman of the board of a community organization on which women serve, or a hospital superintendent, familiar with the volunteer work of women. This would be a stronger presentation than if it were made by women.

A variation on this theme would be to ask the speech teacher at the high school to have a group of senior boys do a panel discussion of “What Is Right with Our Mothers.” Here would be careful appraisal from those with whom we live closely.

PROGRAM VIII

The Shekinah Glory

PAMPHLETS AND ARTICLES:

“A Kind of Glory.” Ardis Whitman. *Christian Herald*, September, 1958.

BOOKS:

Words To Live By. William Micholes (ed.) Simon and Schuster, 1949.

The Small Woman. Alan Burgess. E. P. Dutton and Company, 1957.

Gift From the Sea. Anne Morrow Lindbergh. Pantheon Books, Inc., 1955.

All the Women of the Bible. Edith Dean. Harper and Brothers, 1955.

Peace of Mind. Joshua L. Liebman. Simon and Schuster, 1948

The Prophet. Kahlil Gibran. Alfred A. Knopf, 1931.

On My Own. Eleanor Roosevelt. Harper and Brothers, 1958.

FILMS:

“Enjoying the Gift of Time.” 30 min. kinescope No. 14 from *A Gift of Life* series. The University of Michigan Television.

New Ways to New Fun in Club Programs*

Participation in groups has come to be recognized as the most pleasant and effective way to learn. Really to know a thing, one must be able to communicate—to discuss; to talk with others about it; to make the idea a part of his own thinking and mode of expression. Moreover, one has to be able to do something about what he has learned. He has to put into practice what he comes to know. Research in group processes has offered new ways to assure full sharing among group members and has added new variations to older but still effective ways of learning. Now it is the lecture followed by discussion rather than *just* a lecture: it is the demonstration *plus* questioning or actual sharing in the demonstration rather than watching and listening. Clubs, no less than other educational organizations, are experimenting with fresh ideas of program presentation and are inventing others.

I. The Physical Setting

Meeting rooms, whenever possible, should lend themselves to informal seating.

The homemaking department at the high school is usually available for the asking during after-school hours. The living room of the department or the all-purpose laboratory with its tables and chairs offers possibilities for informal groupings. The school library may present similar opportunities.

Church parlors—not church auditoriums—are easily arranged

*Adapted from: *The American Family—Gone or Going Strong?* Second Edition, 1953, and *The Family and Its Home*, Revised Edition, 1956. The Hogg Foundation for Mental Health, The University of Texas, Austin, Texas.

for face-to-face participation. Community buildings—except formal auditoriums—have a variety of possibilities.

Living rooms in homes, if they are large enough, are unsurpassed as meeting places for study of family living.

Groupings around tables are excellent if numbers are not too many. A circle, with the leader as a part of it, gives a face-to-face relationship. A semi-circle around a table is desirable if the group is larger and the leader needs to stand to be seen.

Straight rows of chairs increase formality and distance between group members and the group leader.

Hosts and hostesses who see that each person meets others are helpful in creating a relaxed atmosphere.

Leaders of participating groups always take their places as a part of the working group. If the group is large, they become a part of the group by the informality, ease, warmth and friendliness of their manner.

Strict adherence to Roberts' *Rules of Order* may make for efficiency, but it sometimes kills group freedom, ease, and sharing. Less formality and more ease and relaxation assure learning by sharing. There is no harm in the leader's knowing correct parliamentary procedure, but there is a danger in his overusing such knowledge to the exclusion of the more informal and subtle processes of group discussion.

II. Panel Discussions

Panel discussions are free flowing exchanges of ideas, points of view, and factual information among a chosen group of people working with a permissive leader.

Panel discussions are not set, prepared speeches called for by a formal leader.

Discussants are given the topic for consideration when they are asked to serve on the panel. They gather whatever information they feel is pertinent but do not prepare speeches.

The panel meets with the leader before the meeting and panel members become acquainted. General approach to the subject

at hand is agreed upon. Perhaps a person is designated to begin the discussion.

The presider at the meeting will introduce the panel leader and panel members if he chooses. The panel leader may introduce panel members.

Subject for discussion is introduced in a brief statement by the leader. A question may be asked of the panel by the leader to get the discussion underway.

Audience participation may be asked or not, depending on the size of the audience and the subject under discussion.

Comments should be kept moving among panel members. The leader stimulates exchange of ideas when a phase of the subject seems to be completed or when interest lags. Stimulation may be in the form of a general question to the panel, a specific question to an individual on the panel, or a request of the audience to ask a question of interest to them.

Panels should terminate whenever free flow of communication among panel members seems to be dying.

Summary of the discussion may be given by the leader who has jotted down significant contributions, or each panel member may give his conception of the most significant contribution the panel has made, or any member of the panel or of the audience may be asked in advance to be prepared to give a summary.

Panel discussion may or may not be followed by questions from the audience. Questions may be directed to the panel as a whole, in which case the leader may ask a certain person for his opinion, or a question may be asked of a specific individual on the panel.

Informality of exchange among panel members, ease of relationship, and free flowing ideas characterize a successful panel. The less the leader has to participate, the better the panel.

III. Hidden Panel

Seating panel members throughout the audience rather than in a group around the table before the audience is a variation of the

usual panel arrangement. The leader is introduced but panel members are not.

Subject for discussion is brought up by the leader. A question is asked of the audience. A "hidden" panel member rises and comments. Another panel member in another part of the room follows quickly. Usually non-panel members join in. This is a technique for gaining a general discussion from the floor. At the conclusion, a summary may be given by the leader, and members in the audience, panel members or not, may be asked for comment.

Panel members are introduced at the close of the session either by the presiding officer or the panel leader.

The hidden panel assures no drag or extended silence at the beginning of a general discussion. Barriers of timidity are usually broken by this method, and general participation is stimulated.

IV. Symposium

Each symposium member is given a definite assignment for a specific phase of the subject under discussion. Each is expected to prepare a short statement for presentation to the group meeting. Length of the statement depends upon time available for the presentation and upon the number of participants.

Danger in a symposium lies in the tendency of members to take more than the time allocated. The leader of the symposium has to be both tactful and firm in calling time. Usually a sense of humor and a light touch will make "firmness" unnecessary.

Members of the symposium may be seated around a table in front of the group or may come to the center of the group when called upon.

The role of the leader is to introduce each speaker and his subject and to watch time. A summary of pertinent points welded into a whole may be made by the leader, in which case he watches his own timing as closely as he did that of others. Or he may call for summary comments from the group.

A symposium is more formal than a panel. The main advantage of one is a rapid presentation of a variety of factual data.

Since a number of persons talk with the group, interest may be held more continuously than by a single lecturer. General discussion following the symposium offers opportunity for additional information, for clarification of points, for questioning of conclusions. Moreover, the feeling of having had a share in the meeting is created.

V. Social Inventory

Many times members of groups have much to contribute on the subject under consideration. When it seems advisable to get as many ideas and as much information as possible before the group, an inventory is highly practical.

The leader of the meeting explains that if discussion is allowed on each suggestion made, time will be insufficient to gather information or suggestions desired. Therefore, an inventory of ideas and facts will be taken, with each person's stating simply and concisely an idea, opinion, or a fact directly relevant to the study question.

The leader may arrange for a blackboard recorder. If a blackboard is not available, an easel with large sheets of newsprint and a heavy black marking pencil could be used.

Column headings are decided upon and entered on the blackboard or chart. An example from a discussion on community needs will illustrate:

<i>Column I</i>	<i>Column II</i>	<i>Column III</i>
What We Know About Our Com- munity	What We Need to Know	What Action Needs to be Taken

Mechanics out of the way, members of the group make suggestions in rapid order. When a discussion seems about to develop, the leader reminds the group that this is an inventory. Discussion will come later.

At the close of the inventory, a committee may be appointed to glean further information for a later report. A series of meetings

may be planned around information given, or desired, as brought to light by the inventory.

Other uses for the social inventory need to be mentioned. A controversial issue before a group may be ironed out by the use of this technique. The group lists the "pros" and "cons" of the conflict. In this way, all points of view and facts are before the group before discussion begins. When the listing is completed, the large group may be broken into smaller units of no more than six to discuss thoroughly the points still at issue and if possible to suggest action. Reports are made back to the total group by members of each smaller unit. Usually consensus is reached without ever resorting to heated argument or to aligning the group into two opposing camps.

Analysis of the strong and weak points of a program may be arrived at by use of the inventory method. The group itself lists everything it considers worthwhile about its program and everything it considers of little or no value. A general discussion may follow with a third inventory's being made: What may be done to improve the work of the group?

Study programs for a group have also been arrived at by this technique. The first group meeting is devoted to an inventory of every subject each group member would like to see considered during the year. Listing may also be made of leaders, resource persons, and others who will be asked to help the group in special ways.

The program committee may find these two inventories helpful as it develops the year's program. Members of the group have, in reality, planned their own work.

VI. Buzz Session

"Buzz Session" is the designation given to the breaking of larger groups into smaller in order that each person may have his say.

Buzz sessions may be held following a lecture, panel, symposium, social inventory or socio-drama. They may also be held to

open a meeting. The technique is the same in either instance.

Audiences numbering in the hundreds may be broken into groups of six, eight, ten, or twelve by the leader's asking the chosen number sitting nearest together to form themselves into groups by turning their chairs (or themselves if the seats are permanent) to face one another. Each group is asked to appoint a spokesman who will report major findings to the total group.

Where the audience is large, these findings are written on cards—each idea or comment on a separate card. These are gathered by monitors stationed throughout the audience. A short recess is called while the monitors and the overall conference leader sort the cards into major groupings. The leader then reports the overall findings to the reassembled audience.

Buzz sessions may last from ten to thirty-five or forty minutes depending upon the complexity of the subject under discussion. Each person is given an opportunity to talk. The designated spokesman for the group assumes the role of leader and attempts to see that the discussion is free flowing and inclusive of everyone.

VII. Socio-Drama

Socio-drama is the name given to a group acting out a problem or situation in which it is interested. This dramatization gives the actors an opportunity to put themselves in the place of those facing a problem and allows them to feel, to behave, and to talk as they would were the problem their own. The remainder of the group has the advantage of seeing how different people act in various situations, of hearing what they would say, and of reacting to the feelings expressed by the actors. Socio-drama brings to life intellectual discussions by injecting into them emotions and behavior—it literally makes a problem come alive.

Spontaneity and sincerity are the keynotes of socio-drama.

Buzz sessions give every person in the audience opportunity to share and responsibility in coming to group decisions.

Actors are usually volunteers from the group who are willing to try out how they would react in a given situation. No one is

forced to play a part either by arbitrary designation or subtle coercion.

Action and dialogue are unrehearsed. No lines are memorized. As each person plays his role, he says what he feels, and he acts as he feels the character would act under the circumstances.

Scenery is not used. Props are whatever is available. The group leader describes the setting, and the actors take the audience with them in imagination by their pantomime and dialogue.

Socio-drama has a three-way effect. An actor within the drama gains insight into how a person in real life would *feel* under similar circumstances. At the same time he discovers how others will react to him if he speaks in a certain tone of voice or handles himself in a certain manner. He becomes conscious of what he sets off in the other persons involved. At the same time, the audience learns different ways of handling a situation or of behaving under certain circumstances.

The problem to be acted out is briefly set forth for the group by the leader, the cast takes a few minutes together to agree on their approach to the problem, the leader describes the physical setting of the action, and the play is on.

Theme for a socio-drama may arise out of a group discussion. There may be disagreement on how a problem should be handled. Two casts may be asked to dramatize how they would react under the circumstances, with each giving a different interpretation. After the two socio-dramas, the group talks out what they saw, how they felt about the way each person handled his role, the strengths and the weaknesses they discovered in the action.

Still a third socio-drama might follow the first two to portray the best in each of the other presentations.

Any family problem offers good material for a socio-drama: father, mother, and an older son or daughter facing the problem of an allowance or doling out money; the use of the family car; when to come in at night; whether a teenaged girl is old enough to date; how to discipline young children or teenaged sons and daughters.

Teenage problems are better understood by parents when they actually play the part of their son or daughter. Playing the roles of younger children helps adults once again feel as children feel, and act as they would act and react.

Socio-dramas may last ten to forty-five minutes. Termination should come when nothing new is presented or felt necessary to add. The group leader may break into the middle of a socio-drama to point out an important act or to bring to the attention of the group an especially significant emotional reaction. However, observers usually are asked to jot down notes of things they wish to remember and the drama is allowed to play itself out before discussion begins.

Socio-drama may be used effectively to start a discussion. In this case, the cast is chosen before the meeting or at the beginning of the meeting and presents the drama to begin the work of the day. Immediately following the socio-drama, the leader opens the discussion around the question which the group has just seen portrayed.

Socio-drama is also excellent to help individuals learn how or how not to perform certain roles on their jobs: as members of committees, in community organizations, as members of boards of directors, or even as study group members. Better understanding between management and labor, foreman and workers, teachers and pupils, social workers and clients has come about through use of this method.

After a few trials with simple plots, the group becomes skilled in developing themes for action and techniques for acting.

Socio-drama is interesting because it is so close to reality; amusing because it points up the humorous in human behavior, even in serious situations. Because socio-drama overemphasizes or overstates the case, it teaches its lessons clearly and forcefully; because it portrays attitudes and feelings as well as ideas and behavior, it gives leads to total personality reaction in problem situations.

VIII. Question Periods

Many people would like to ask questions in discussion groups but find it difficult. They may fear whatever they ask will be considered their own difficulty. They may feel what they need to ask is too intimate to be revealed to the group.

Question boxes available before and after each meeting overcome these difficulties if more than one meeting of the group is held.

Paper and pencils may be made available to the group at the beginning of the meeting, and written questions may be collected before the leader begins the discussion period.

Questions from the floor may also be encouraged as written questions are handled by the leader and the group.

Combination of these methods assures everyone an opportunity to get his question or comment before the group.

IX. The Demonstration

Learning by watching an expert and listening to her as she teaches has been recognized for decades as one of the better ways to learn new ways to do differently in order to do better. No place is this a more effective way of study than in home and family living.

Demonstrations are formally set up and informally carried out. The demonstrator is prepared for questions from her first move until the finished product is available for examination. Moreover, to watch and hear a highly skillful person work and teach is, in itself, a part of learning.

Club programs which lend themselves to demonstration-teaching include short cuts to clothing construction; food preparation; newer methods in child care; problems of interior decoration; flower arrangements; personal grooming including makeup and hair styling; posture and body movement for beauty, energy, conservation, efficiency, and grace; modeling of clothes and discussion of construction and style; short-cuts in housecleaning,

floor and furniture care; home equipment and appliances and their use and care—to name a few to stimulate thinking of others which club members would enjoy and find profitable.

Demonstrations sometimes need special settings. Most of the time, the setting can well be adapted to the demonstration.

When special settings are needed, here are a few suggestions: (1) Homes are the best of all laboratories for demonstrations in homemaking! Someone will have the perfect kitchen for an exciting adventure into the world of foods. (2) Every high school has a Homemaking Department, available after school hours for use of persons interested in upgrading knowledge in home and family. (3) Public Service centers often have demonstration kitchens and equipment laboratories, and will furnish the demonstrator as well as the place. (4) Clubhouses and schools in communities have stages from which to present any demonstration which needs to be seen but does not require special equipment. (5) Living-rooms are useful for such club programs if their size makes for convenience. (6) Nursery school or child development laboratories offer possibilities for study of care and development of children. And the nursery head or teacher will be more than willing to share what she knows that will be helpful to those who would know more.

X. Do-It-Yourself

Real learning takes both study and practice. Any club in any community will find it possible to organize one or a series of *Do-It-Yourself* sessions on home and family problems. Again, the high school teacher of homemaking is the resource for teaching, as is the home demonstration agent. Laboratories at the high school are available for adult groups to learn new methods of cookery by working in the available kitchens in teams of learners; to study short cuts in clothing construction by actually using these short cuts under the guidance of a teacher in the clothing center of the homemaking department. Practice in posture, grooming, body movement, and over-all appearance can be had

when every member of the group joins in doing what is under study. Construction of children's play equipment is an exciting experience when it is a father-mother production enterprise, in groups of like interest, in the high school shops.

Sitting and listening is an easy way to learning and a lazy way when there is more sitting than listening! Relationships between people are improved as they live and work together on common problems of *doing*!

Help Is Available

From the Adult Education Association of the United States of America, 743 East Wabash Avenue, Chicago, 11, Illinois:

*How to Use Role Playing and Other Tools for Learning
Planning Better Programs*

Understanding How Groups Work

How to Lead Discussions

Getting and Keeping Members

A recent publication of The Hogg Foundation for Mental Health is:

Frank Cheavens, *Leading Group Discussions*—prepared especially for discussions in family living and child rearing.

Sources for program materials and ideas are many. These few will lead the way to others:

Publications and Films for Programs in Mental Health, Family Life and Human Relations, Mental Health Materials Center, 104 E. 25th Street, New York 10, New York.

Plays for Mental Health Education—with the group of plays primarily centering around family situations and problems—National Association for Mental Health, 10 Columbus Circle, New York 19, New York.

The Minds of Men, A Radio Documentary of Effective Living based on family and mental health, may be obtained for use from, National Association of Educational Broadcasters, 14 Gregory Hall, Urbana, Illinois.

Roots and Strings, A Play About the Problem of Middle Years written especially for the Texas Federation of Women's Clubs; producing packets available from The Hogg Foundation for Mental Health.

Films and recordings are available from extension divisions of state universities, many local libraries, and from state departments of health and education.

Fiction and poetry on the family may be found in local libraries and recommended in consultation with the local librarian.

Experts come from colleges and universities in home economics, sociology, psychology, and education; from high school homemaking departments; from home and family life education divisions of state departments of education; from extension divisions of Land Grant Colleges and Universities; from the professions of medicine, the ministry, law, personnel, education—to name a few—and from within clubs themselves!

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